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ABSTRACT

This report is focused on teacher education enrollments in schools, colleges and departments of education (SCDEs) which are a key to increasing the supply of minority group teachers. The report is presented in three sections. The first provides a national and regional overview of K-12, postsecondary, and SCDE enrollments. The second section offers data regarding the number, size, and type of SCDEs. The final section details undergraduate enrollments by state and discipline as well as postbaccalaureate and doctoral enrollments. The data are presented in 30 tables. (JD)

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Teacher Education Pipeline:

Schools, Colleges, and Departments of Education Enrollments by Race and Ethnicity

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As in any report of this nature, every effort has been made to provide accurate data. Errors of calculation or omissions are inadvertent and remain the responsibility of the author.

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1988

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FOREWORD

The lack of highly qualified minority teachers impedes efforts to change the nature and level of achievement in our schools, both for heretofore underserved minority students and for those students who traditionally meet prevailing school standards. Effective interventions to address this issue will require the coordination of actions by several kinds of institutions. Coordinated action is required to attract a greater number of able minority teacher candidates, prepare them better in institutions of higher education, and demonstrate effective programs for state policymakers and administrators.

While many different organizations are already attempting to address the minority teacher shortage, little progress has been made in implementing effective action plans. The reasons for this, I believe, are clear. First, the information base on the pool of minority teacher candidates is inadequate for effective program development. Second, attention to this issue raises difficult questions about the consequences of the current education reform movement, particularly the issue of assessments used for student admission and certification. But the need to target programs effectively is demonstrated by recent efforts of states and institutions of higher education that have produced only small numbers of minority teachers despite extensive recruitment and scholarship support.

Carefully targeted data gathering and policy analysis activities are needed to inform new program initiatives, assess the impact of existing programs, and determine policy implications. While national and state reports document a decline in the numbers of minority teachers, these data do not provide a broad profile of minority teachers. Educational scholars and practitioners can only speculate about how best to target their efforts.

This report is focused on a key dimension of teacher supply: teacher education enrollments. It is an initial step toward documenting year-to-year changes as a base for projections of teacher supply by level and field that will permit the identification of shortage areas and provide guidance to educators. This report will go a long way toward creating the data base so urgently needed for developing effective programs to address the minority teacher shortage.

Barbara Hatton
Ford Foundation

October 1988

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The American Association of Colleges for Teacher Education (AACTE) pays tribute to the institutions and individuals that have given their time and energy to this data collection effort and the production of this report.

This report could not have been completed without the support of AACTE's Board of Directors and Executive Director, David G. Imig. The Ford Foundation provided support for both the research and analysis, which undergird this report.

Special thanks go to the many institutions that provided the enrollment data that form the basis for this report. Without their generous contribution of time, this report could not have been produced.

AACTE staff member Mary Dilworth, director of research and information services, directed the research effort and provided the analysis of the enrollment data. Her expertise and experience fashioned the content of this report. She was ably assisted by Dagmar Kauffman, program assistant/writer. The report was compiled with the capable technical assistance of Sheila Madison, systems administrator, and clerical support of Barbara Kennedy and Lisa Stephens. Editorial assistance was skillfully provided by Janice Lynch.

INTRODUCTION

Few, if any, educational policymakers have missed the notice of the impending shortage of minority teachers. The problem has been the subject of discussion and debate at virtually all major educational meetings and it has been the focus of several articles and reports. As an organization of teacher preparation institutions, AACTE has acted as a guiding force in many of these forums and has sponsored and cosponsored a number of activities designed to address this issue.

One goal that has emerged from these efforts is the establishment of a teaching force that reflects the racial and ethnic character of the nation's students. To accomplish this goal, educational policymakers and school and university administrators must be equipped with data regarding teacher education enrollments by race, ethnicity, and teaching discipline.

Supply and demand conditions vary by state and region. Although certain states collect this information, many do not, thus making state, regional, and national analyses even more difficult. In the absence of other initiatives in this area, AACTE decided to collect teacher education enrollment data by race and ethnicity and to compile it by state and region.

Some educators and policymakers may have a sense that the situation may not be as bad as the policy analysts have suggested. In fact, AACTE's enrollment survey reveals that things are *worse* than the most informed educators have envisioned.

The following report highlights several key issues:

- The racial and ethnic composition of the nation's K-12 enrollment is diametrically opposed to schools, colleges, and departments of education (SCDE) racial and ethnic enrollments. The proportion of Black, Hispanic, Asian, and American Indian/Alaskan Native elementary and secondary students is far greater than that of the future teaching force.

- Thirty-three states have K-12 minority enrollments of 20 percent or more; however, only six states have SCDE minority enrollments greater than 15 percent.

- A college that enrolls approximately 400 students comprises roughly 22 Black, 7 Hispanic, 3 Asian, and 2 American Indian/Alaskan Native students.

- Historically Black SCDE, which constitute 4 percent of the survey respondent group, enroll more than 30 percent of Blacks in their undergraduate teacher education programs.

- The SCDE in the western region enroll the greatest proportion of minorities.

- Northeastern SCDE enroll the smallest proportion of minorities.

- Mississippi SCDE enroll the greatest proportion of Black students (23 percent), New Mexico, Hispanic students (33 percent), Hawaii, Asian students (74 percent); and Oklahoma, American Indian/Alaskan Native students (7 percent).

- Elementary and secondary teacher education programs--which are the primary source for classroom teachers--are less racially integrated than are education specialty areas, e.g., special education and bilingual education

- More than one million K-12 students are classified as "limited English proficient" (LEP); however, less than 1 percent of prospective teachers are specializing in bilingual education.

Although the primary purpose of this survey was to gather more information on SCDE minority enrollment, this effort also yielded general information regarding the geographic distribution, type, and institutional size of SCDEs. For instance:

- The central region has the greatest number of SCDEs (339) and the Western region the fewest (230).

- Large public doctoral, large public comprehensive, and independent baccalaureate institutions enroll the greatest number of education students, at all levels. However, SCDEs in public specialized, private specialized, public baccalaureate, and public comprehensive institutions are the most racially and ethnically integrated.

We hope the data provided in this report will assist education policymakers and administrators to frame effective policies, procedures, and programs for a more racially and ethnically balanced teaching force.

The report is presented in three sections. The first, "Teacher Education Pipeline," provides a national and regional overview of K-12, postsecondary, and SCDE enrollments. "Teacher Education Institutions" offers a glimpse of data regarding the number, size, and type of SCDEs. The final section, "Teacher Education Enrollments," details undergraduate enrollments by state and discipline as well as postbaccalaureate and doctoral enrollments.

SURVEY DESCRIPTION

The primary purpose of the survey was to identify the number of students in the teacher education pipeline by race and ethnicity. AACTE's membership roster was combined with that of the National Association of State Directors of Teacher Education and Certification to identify SCDEs. The survey instrument, mailed to all SCDEs on the combined list in November 1987, requested Fall 1987 enrollment figures. Those SCDEs that reported 1986 data are not included in this report.

Usable responses were received from 638 institutions for a response rate of 54 percent. Response rates by state and institutional type are listed in Appendix A, Technical Notes. Unfortunately, copies of a flawed questionnaire (no provision for "White" as a separate group) were mailed to approximately 100 SCDEs. While corrected instruments were forwarded immediately, a significant number of respondents in Arkansas, Louisiana, Nebraska, Oklahoma, and Texas reported on the erroneous form. In an attempt to make use of this valuable information, all SCDE enrollment data for these states include "other" in the "White" category. Responses from Alaska, Nevada, and Wyoming SCDEs were limited and/or inadequate and therefore are not reported.

K-12 enrollment data are from the 1984 and 1986 "Elementary and Secondary School Civil Rights Surveys" (OCR/ED).[1] Postsecondary data are taken from the OERI/CES Survey Report, "Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986." This report also adheres to OERI classification for regions in presenting regional data, and follows the American Council on Education's institutional classification for size and type of postsecondary institutions (see Table 29 in Appendix A). The symbol (-) in all tables indicates less than one percent.

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[1]Readers should note that the Fall 1986 data reflect a new collection requirement that 75 percent of the Black school population be covered by its survey. This is likely to influence comparisons of 1984 and 1986 data.

I. THE TEACHER EDUCATION PIPELINE

The supply of teachers now approximates the demand; however, by 1995 more than one million teaching positions will need to be filled (Haggstrom, Darling-Hammond, Grissmer, 1987). The demand for elementary and secondary teachers is predicated on K-12 enrollments, while the supply of teachers is generally found in the nation's postsecondary institutions that house schools, colleges, and departments of education (SCDEs). Given the current demographics of K-12, postsecondary, and SCDE enrollments, the racial and ethnic composition of the replacement teaching force will be diametrically opposed to the racial and ethnic composition of the nation's classrooms.

The following discussion offers national and regional overviews of K-12, postsecondary, and SCDE enrollments by racial and ethnic group. As Figures 1, 2, and 3 clearly indicate, minority group participation in higher education is significantly lower than minority participation in the K-12 feeder system, and SCDE minority enrollments are significantly less than that in the postsecondary sector. (Supporting data for the figures is found in the tables throughout the volume.)

National Summary

K-12 Enrollment

Minority K-12 enrollment increased in 44 states for the years 1984-86, and remained stable in four states--Maryland, West Virginia, Hawaii, and Utah--and in the District of Columbia. Arizona and Montana experienced a slight decrease in minority K-12 enrollment during this period.

Students from racial and ethnic groups comprise more than 50 percent of K-12 public school enrollment in seven states: Hawaii (77 percent), California (57 percent), New Mexico (56 percent), Texas (56 percent), Illinois (54 percent), New York (53 percent), Mississippi (52 percent), and the District of Columbia (96 percent).

Postsecondary Enrollment

Minority participation in two- and four-year postsecondary institutions equals or exceeds 30 percent in three states: Hawaii (66 percent), New Mexico (35 percent), California (30 percent), and in the District of Columbia (35 percent).

The District of Columbia (30 percent) and Mississippi (29 percent) enroll the greatest proportion of Black students; New Mexico (26 percent) and Florida (10 percent), Hispanic students; Hawaii (63 percent) and California (11 percent), Asian students; Alaska (7 percent) and New Mexico (6 percent), American Indian/Alaskan Native students.

SCDE Enrollment

Minority participation in SCDEs exceeds 15 percent in six states: Hawaii (74 percent), New Mexico (39 percent), Mississippi (23 percent), Texas (21 percent), California (15 percent), and Louisiana (20 percent).

Mississippi SCDEs enroll the greatest proportion of Black students (23 percent); New Mexico, Hispanic students (33 percent); Hawaii, Asian students (74 percent); and Oklahoma, American Indian/Alaskan Native students (7 percent).

Reference

Haggstrom, G., Darling-Hammond, L., Grissmer, W. *Assessing teacher supply and demand.* Washington, D.C.: Rand Corporation, May 1988.

Figure 1. K-12 enrollment by State and Race/Ethnicity.

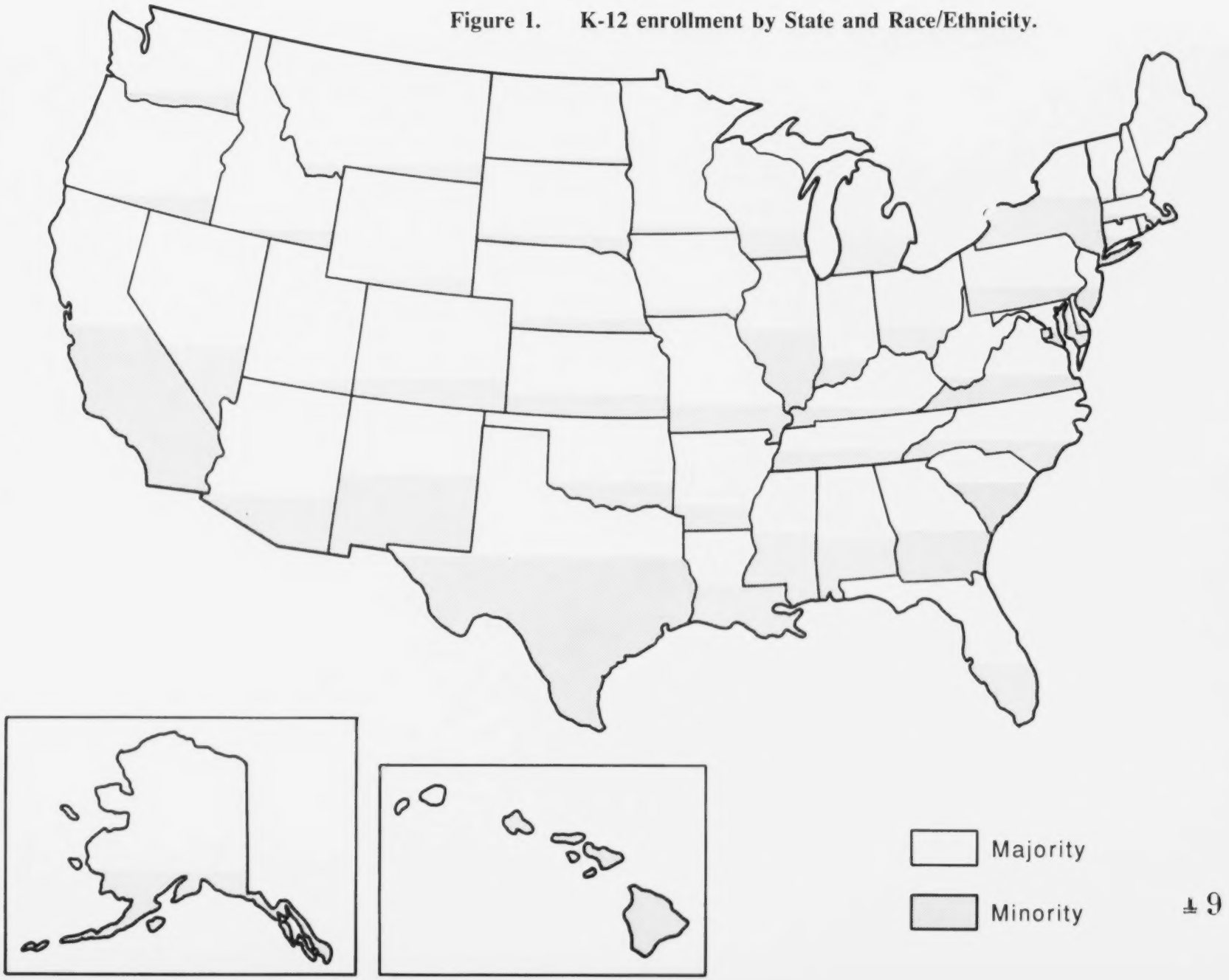
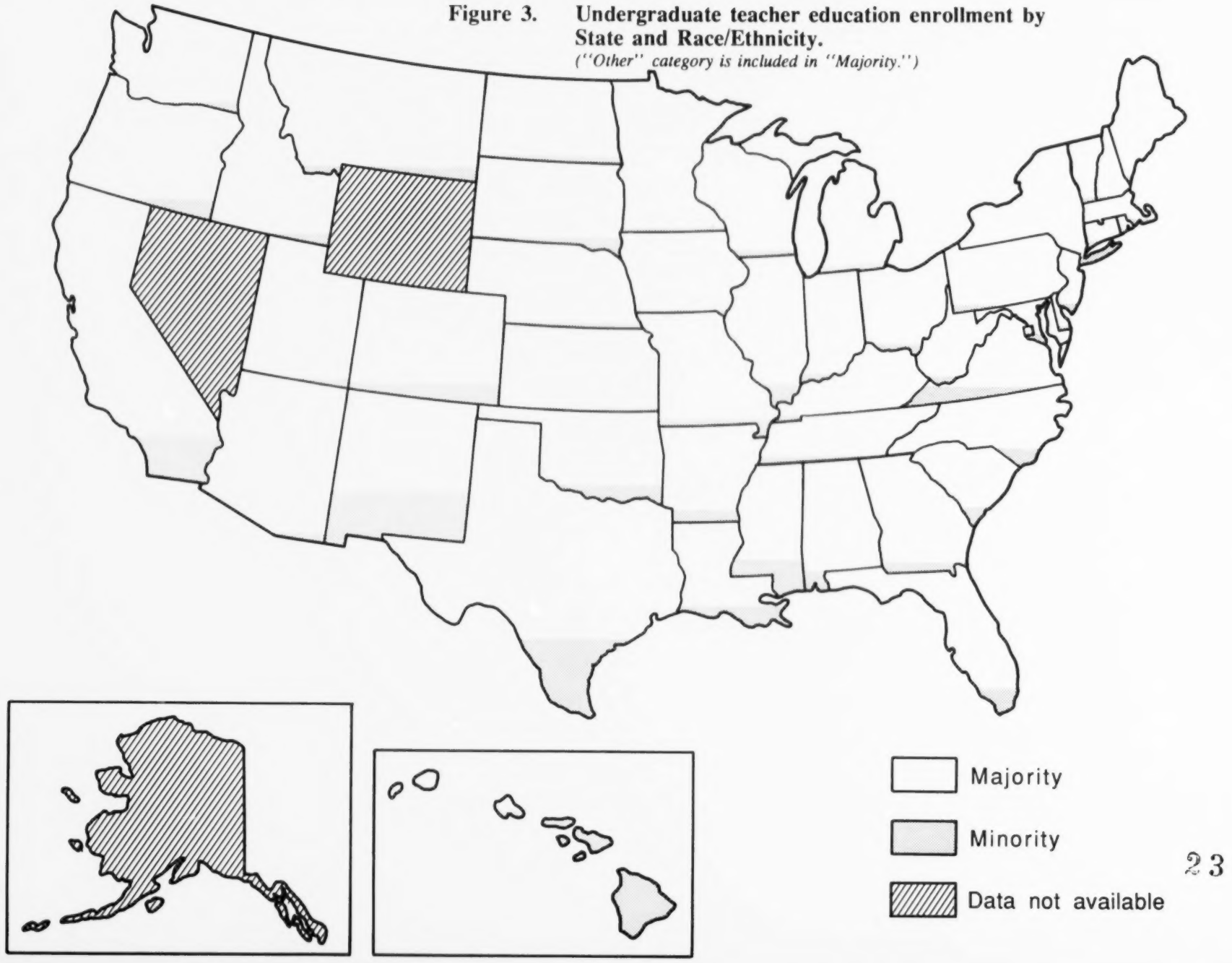


Figure 2. Postsecondary enrollment by State and Race/Ethnicity.
("Other" category is included in "Majority.")

Figure 3. Undergraduate teacher education enrollment by State and Race/Ethnicity.
("Other" category is included in "Majority.")



Regional Summaries

Northeastern Region

CT, DE, DC, ME, MD, MA, NH, NJ, NY, PA, RI, VT

- With few exceptions, White K-12 enrollment in the Northeastern states has decreased (1984-1986).
- Kindergarten to 12th grade enrollment of Blacks, Hispanics, or both has increased in Connecticut, New Jersey, New York, Massachusetts, and Pennsylvania.
- Minority postsecondary participation is greatest in the District of Columbia, Maryland, and New York, but is in no way comparable to K-12 enrollment.
- SCDE undergraduate minority enrollment is proportionately high in the District of Columbia and in Delaware.

Elementary and Secondary Enrollment. From 1984 to 1986, White K-12 enrollment has decreased throughout the Northeast, with the exceptions of the District of Columbia and Maryland, where enrollment remains stable.

Black K-12 enrollment has increased, with the exceptions of New Hampshire and Maryland, where enrollment has remained constant, and in the District of Columbia, which shows a slight decrease in Black enrollment. Black enrollment has increased substantially in Connecticut, Massachusetts, New Jersey, New York, and Pennsylvania.

Hispanic representation has increased also, although Maine and Vermont had less than 1 percent K-12 Hispanic enrollment in 1984 and 1986; in Delaware and Maryland, enrollment remained stable. The Hispanic K-12 population in Connecticut, New Jersey, and New York increased.

There are no decreases in the Asian/Pacific Islander K-12 population in the Northeast region. New York enrolls the greatest proportion of the students. American Indian/Alaskan Native representation is minor in this region. (See Table 1.)

Postsecondary Enrollment. As Table 2 indicates, minorities constitute approximately 16 percent of college students in the Northeast. The District of Columbia enrolls the greatest proportion of Black students (30 percent) followed by Maryland (15 percent). New York enrolls the greatest proportion of Hispanic college students (7 percent), and Maryland the greatest proportion of Asian students (4 percent). The American Indian/Alaskan Native presence in the Northeast is minor. (See Table 2.)

SCDE Enrollment. Northeastern SCDEs enroll the smallest percentage of minorities in the nation. Delaware enrolls the greatest percentage of Blacks (12 percent). New Jersey SCDEs enroll the greatest percentage of Hispanics, (4 percent) while the District of Columbia enrolls the greatest percentage of Asians (2 percent). The American Indian/Alaskan Native presence in the Northeast is negligible. (See Table 3.)

TABLE 1-Northeastern Region

Percent Enrollment in Public Elementary and Secondary Schools
by State and Race/Ethnicity: Fall 1986, Fall 1984

STATE	White %		Black %		Hispanic %		Asian Pac. Island %		Amer. Ind. Alaskan Nat. %	
	1986	1984	1986	1984	1986	1984	1986	1984	1986	1984
Connecticut	67	81	18	10	14	7	2	1	-	-
Delaware	68	71	28	26	2	2	1	1	-	-
District of Columbia	4	4	91	93	4	3	1	1	-	-
Maine	98	99	1	-	-	-	1	1	-	-
Maryland	58	58	37	37	2	2	3	3	-	-
Massachusetts	77	87	12	6	8	5	3	2	-	-
New Hampshire	97	98	1	1	1	-	1	1	-	-
New Jersey	58	70	25	19	15	9	3	3	-	-
New York	47	64	27	19	21	14	4	3	-	-
Pennsylvania	68	85	26	13	4	2	2	1	-	-
Rhode Island	85	89	7	6	5	4	3	2	-	-
Vermont	98	99	-	-	-	-	1	1	1	-

SOURCE: "1984 and 1986 Elementary and Secondary Civil Rights Survey." U.S. Department of Education, Office for Civil Rights, October 1986 and December 1987.

TABLE 2-Northeastern Region

Enrollment in Postsecondary Institutions
by State and Race/Ethnicity: Fall 1986

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Connecticut	159,040	88.5	4.8	2.4	1.7	-	2.3
Delaware	33,893	84.8	10.9	1.0	1.2	-	1.9
District of Columbia	77,651	53.5	29.5	2.4	2.9	-	11.3
Maine	46,232	95.8	1.2	-	1.5	-	-
Maryland	238,880	77.2	14.9	1.6	3.7	-	2.3
Massachusetts	417,513	86.7	4.0	2.3	2.6	-	4.1
New Hampshire	53,876	95.6	1.2	-	-	-	1.3
New Jersey	295,313	78.0	9.2	5.9	3.3	-	3.4
New York	1,011,400	75.0	11.0	6.7	3.6	-	3.2
Pennsylvania	545,923	88.6	6.4	1.0	1.6	-	2.2
Rhode Island	69,569	91.7	2.9	1.5	1.7	-	1.9
Vermont	32,452	96.0	-	-	-	-	1.7

SOURCE: "Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986." U.S. Department of Education, Center for Education Statistics, April 1988.

TABLE 3-Northeastern Region

SCDE Undergraduate Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Connecticut	1,533	83.8	1.8	1.1	-	-	12.7
Delaware	1,270	87.6	11.8	-	-	-	-
District of Columbia	2,046	85.2	5.7	7.0	1.5	-	-
Maine	1,027	99.1	-	-	-	-	-
Maryland	3,153	91.2	5.8	1.4	1.7	-	-
Massachusetts	3,198	97.1	1.2	-	-	-	-
New Hampshire	1,069	92.2	-	-	-	-	5.8
New Jersey	2,055	66.5	4.8	4.0	-	-	24.2
New York	8,000	92.7	2.3	1.1	-	-	3.2
Pennsylvania	12,174	96.4	2.5	-	-	-	-
Rhode Island	1,230	96.4	1.6	1.7	-	-	-
Vermont	1,111	98.0	-	-	-	-	-

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Southeastern Region

AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV

- From 1984 to 1986, minority K-12 enrollments have increased in each state, with the exception of West Virginia.
- Postsecondary minority student enrollment is highest in Mississippi, Louisiana, and Alabama, but is not comparable to K-12 enrollments in these states.
- Minority undergraduate participation in SCDEs is most evident in Mississippi and Louisiana.

Elementary and Secondary Enrollment. From 1984 to 1986, White K-12 enrollment decreased throughout the Southeast, with the exception of West Virginia, which remained stable. Black enrollment is up in the Southeast with the exception of Arkansas, where it remained stable. Mississippi has the greatest percentage of Black students (51 percent), while Tennessee experienced a substantial increase in Black enrollment.

Hispanic enrollment is negligible in this region with the exception of Florida, where the K-12 enrollment is 11 percent. There are slightly more Asians than Hispanics in Southeastern schools, with Virginia enrolling the greatest percentage of Asians (3 percent). American Indians, who account for 1 percent of Alabama's enrollment account for 2 percent of North Carolina's enrollment. (See Table 4.)

Postsecondary Enrollment. Minorities comprise approximately 19 percent of college students in the Southeast. Mississippi enrolls the greatest proportion of Black students (29 percent); Florida, the greatest proportion of Hispanics (10 percent); and Virginia, the greatest proportion of Asian/Pacific Islanders (3 percent). The American Indian/Alaskan Native presence in southeastern institutions is minor. (See Table 5.)

SCDE Enrollment. In the Southeast, which is second to the West in minority teacher education enrollment, Mississippi enrolls the greatest percentage (23 percent) of Blacks. Hispanic teacher education students are most evident in Florida (5 percent), while Asian and American Indian/Alaskan Native participation in the Southeast is negligible. (See Table 6.)

TABLE 4-Southeastern Region

Percent Enrollment in Public Elementary and Secondary Schools
by State and Race/Ethnicity: Fall 1986, Fall 1984

STATE	White %		Black %		Hispanic %		Asian Pac. Island %		Amer. Ind. Alaskan Nat. %	
	1986	1984	1986	1984	1986	1984	1986	1984	1986	1984
Alabama	61	64	38	35	-	-	1	-	1	1
Arkansas	74	74	25	25	-	-	1	1	-	-
Florida	63	68	24	23	11	8	1	1	-	-
Georgia	62	63	37	36	1	-	1	1	-	-
Kentucky	86	88	13	11	-	-	1	-	-	-
Louisiana	55	56	43	43	1	1	1	1	-	-
Mississippi	48	49	51	50	-	-	1	-	-	-
North Carolina	65	66	31	30	-	-	1	1	2	3
South Carolina	56	59	43	41	-	-	1	1	-	-
Tennessee	68	79	31	21	-	-	1	1	-	-
Virginia	69	73	26	24	1	1	3	3	-	-
West Virginia	95	95	5	4	-	-	-	-	-	-

SOURCE: "1984 and 1986 Elementary and Secondary Civil Rights Survey." U.S. Department of Education, Office for Civil Rights, October 1986 and December 1987.

TABLE 5-Southeastern Region

Enrollment in Postsecondary Institutions
by State and Race/Ethnicity: Fall 1986

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alabama	216,064	76.4	20.1	-	-	-	1.9
Arkansas	79,182	83.1	13.3	-	-	-	2.1
Florida	477,210	75.9	9.3	9.9	1.5	-	3.1
Georgia	195,123	77.4	17.6	-	1.2	-	2.7
Kentucky	144,548	91.7	6.1	-	-	-	1.1
Louisiana	171,338	69.6	23.0	1.9	1.4	-	3.8
Mississippi	101,095	68.5	28.5	-	-	-	1.8
North Carolina	322,966	78.4	17.8	-	1.0	-	1.5
South Carolina	134,116	77.4	19.3	-	-	-	1.7
Tennessee	197,070	82.2	14.0	-	-	-	2.2
Virginia	303,318	81.1	13.5	1.1	2.5	-	1.6
West Virginia	76,783	93.6	3.7	-	-	-	1.5

SOURCE: "Trends in Minority Enrollment in Higher Education, Fall, 1976-Fall 1986."U.S. Department of Education, Center for Education Statistics, April, 1988.

TABLE 6-Southeastern Region

SCDE Undergraduate Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alabama	7,694	90.1	8.8	-	-	-	-
Arkansas	4,136	88.5	10.2	-	-	-	-
Florida	8,043	85.7	7.8	5.4	-	-	-
Georgia	6,596	89.9	8.7	-	-	-	-
Kentucky	4,527	95.5	2.8	-	-	-	1.0
Louisiana	4,368	78.0	19.9	-	-	-	*
Mississippi	3,804	76.4	22.9	-	-	-	-
North Carolina	6,180	88.2	9.6	-	-	-	-
South Carolina	7,868	88.7	9.0	-	-	-	-
Tennessee	4,474	93.0	5.9	-	-	-	-
Virginia	10,027	83.1	13.0	-	-	-	2.0
West Virginia	1,269	95.7	3.9	-	-	-	-

* Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Central Region

IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI

- Minority K-12 enrollments (1984-1986) throughout this region have increased.
- Illinois and Michigan have the highest post-secondary minority enrollment for the region; however these enrollments are not comparable to the K-12 minority population--in other words, a proportionate number of minority students do not pursue higher education.
- Illinois has the highest SCDE minority enrollment; Iowa and Minnesota, the lowest.

Elementary and Secondary Enrollment. From 1984-1986, White K-12 enrollment has decreased in each state. Black enrollment has increased most significantly in Illinois, Indiana, Kansas, Michigan, Missouri, Ohio, and Wisconsin. Meanwhile, Hispanic K-12 enrollment has increased in most Central states, although enrollment has remained stable in Indiana, Iowa, Michigan, Minnesota, Missouri, and North Dakota. Asian/Pacific Islander representation remained stable, although it increased slightly in Illinois, Iowa, and Wisconsin. American Indian/Alaskan Native enrollments remained fairly constant. One notable exception to this occurred in South Dakota, where 10% of the students are American Indian/Alaskan Native. (See Table 7.)

Postsecondary Enrollment. Table 8 indicates that minorities constitute approximately 12 percent of college students in the central region. Illinois enrolls the greatest proportion of minority students: Blacks (13 percent), Hispanics (5 percent), and Asians (4 percent). South Dakota enrolls the greatest proportion of American Indians/Alaskan Natives (5 percent). (See Table 8.)

SCDE Enrollment. Minority teacher education students are most represented in Illinois, whose SCDE enroll the greatest percentage of Blacks (10 percent), Hispanics (3 percent), and Asians (1 percent). South Dakota enrolls the greatest percentage of American Indians/Alaskan Natives (5 percent) in the region. (See Table 9.)

TABLE 7-Central Region

Percentage Enrollment in Public Elementary and Secondary Schools
by State and Race/Ethnicity: Fall 1986, Fall 1984

STATE	White %		Black %		Hispanic %		Asian Pac. Island %		Amer. Ind. Alaskan Nat. %	
	1986	1984	1986	1984	1986	1984	1986	1984	1986	1984
Illinois	46	65	35	25	16	8	3	2	-	-
Indiana	79	87	18	11	2	2	1	1	-	-
Iowa	91	96	5	2	1	1	2	1	-	-
Kansas	80	88	13	7	5	3	2	2	1	1
Michigan	65	80	31	17	2	2	1	1	1	1
Minnesota	91	93	4	2	1	1	2	2	2	1
Missouri	74	82	24	16	1	1	1	1	-	-
Nebraska	85	93	9	4	3	2	1	1	1	1
North Dakota	92	92	1	1	1	1	1	1	5	6
Ohio	68	84	29	14	2	1	1	1	-	-
South Dakota	88	93	1	1	1	-	1	1	10	6
Wisconsin	75	89	18	8	3	2	2	1	2	1

SOURCE: "1984 and 1986 Elementary and Secondary Civil Rights Survey." U.S. Department of Education, Office for Civil Rights, October 1986 and December 1987.

TABLE 8-Central Region

Enrollment in Postsecondary Institutions
by State and Race/Ethnicity: Fall 1986

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Illinois	686,895	75.7	13.4	5.2	3.5	-	1.9
Indiana	250,178	89.4	5.4	1.3	1.1	-	2.5
Iowa	155,369	91.8	2.0	-	1.1	-	4.0
Kansas	143,306	88.4	4.5	1.7	1.3	1.2	3.0
Michigan	520,423	85.4	9.0	1.3	1.4	-	2.3
Minnesota	226,556	95.4	1.3	-	1.6	-	2.1
Missouri	246,185	87.8	7.5	-	1.4	-	2.0
Nebraska	100,401	92.7	2.7	1.0	-	-	1.9
North Dakota	37,311	92.1	-	-	-	3.9	2.5
Ohio	251,290	88.2	7.2	-	1.1	-	2.4
South Dakota	30,935	91.6	-	-	-	5.0	2.2
Wisconsin	283,653	91.8	3.3	1.1	1.4	-	1.9

SOURCE: "Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986." U.S. Department of Education, Center for Education Statistics, April 1988.

TABLE 9-Central Region

SCDE Undergraduate Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Illinois	12,955	81.8	10.3	3.2	1.1	-	3.2
Indiana	9,289	96.3	1.8	-	-	-	-
Iowa	8,028	97.9	-	-	-	-	-
Kansas	4,934	81.2	1.8	1.0	-	-	15.2
Michigan	4,095	92.8	2.1	-	-	-	3.2
Minnesota	8,453	97.0	-	-	-	-	-
Missouri	11,118	89.2	9.3	-	-	-	-
Nebraska	5,017	95.2	1.6	-	-	2.1	*
North Dakota	2,123	94.8	-	-	-	3.4	-
Ohio	12,221	94.1	3.8	-	-	-	-
South Dakota	2,074	94.3	-	-	-	4.6	-
Wisconsin	11,959	96.0	1.7	-	-	-	-

* Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Western Region

AK, AZ, CA, CO, HI, ID, MT, NV, NM, OK, OR, TX, UT, WA, WY

- From 1984 to 1986, White K-12 enrollment decreased with the exceptions of Arizona and Montana, which experienced a slight increase. Black, Hispanic, and Asian enrollment either remained stable or increased.
- Compared to other regions, the West enrolls the greatest proportion of minority students in postsecondary education, but these enrollments are not comparable to K-12 enrollments.
- Minority undergraduate participation in SCDEs is most evident in Hawaii, New Mexico, and Texas.

Elementary and Secondary Enrollment. From 1984 to 1986, White K-12 enrollment decreased in each state with the exceptions of Arizona and Montana which experienced a slight increase; and Hawaii, Utah, and Montana where White K-12 enrollment remained stable. Black K-12 enrollments remained stable or increased slightly throughout the region. California and Texas had substantial increases in their K-12 Hispanic enrollment. Asian/Pacific Islander K-12 participation in the West remained stable or increased slightly in most states. Hawaii enrolls the greatest percentage of students from this group in the entire country. (See Table 10.)

Postsecondary Enrollment. Minorities in the Western region constitute approximately 24 percent of college students. Texas enrolls the greatest proportion of Black students (9 percent); New Mexico, the greatest proportion of Hispanic students (26 percent); Hawaii, the greatest proportion of Asian students (63 percent); and Alaska, the greatest proportion of American Indian/Alaskan Native students (7 percent). (See Table 11.)

SCDE Enrollment. Western SCDEs enroll the greatest percentage of minority students. Texas has the greatest percentage of Black (11 percent) students and Oklahoma, the greatest percentage of American Indian/Alaskan Native (7 percent) students. New Mexico enrolls the greatest percentage of Hispanics (33 percent), and Hawaii, Asian students (74 percent). (See Table 12.)

TABLE 10-Western Region

Percent Enrollment in Public Elementary and Secondary Schools
by State and Race/Ethnicity: Fall 1986, Fall 1984

	White %		Black %		Hispanic %		Asian Pac. Island %		Amer. Ind. Alaskan Nat. %	
STATE	1986	1984	1986	1984	1986	1984	1986	1984	1986	1984
Alaska	71	75	5	3	2	1	3	2	19	18
Arizona	64	62	4	4	23	22	1	1	7	11
California	43	53	12	10	34	29	11	8	1	1
Colorado	76	77	6	5	14	16	3	2	1	1
Hawaii	23	23	2	2	2	2	72	73	-	-
Idaho	92	94	-	-	5	4	1	1	2	1
Montana	89	85	-	-	1	1	1	1	8	13
Nevada	77	78	10	10	7	7	3	3	2	2
New Mexico	44	45	2	2	41	44	1	1	11	9
Oklahoma	74	76	11	10	2	2	1	1	11	11
Oregon	86	91	4	2	3	4	3	3	2	1
Texas	44	57	17	14	37	28	2	1	-	-
Utah	94	9	-	-	3	3	2	2	1	1
Washington	82	86	5	4	4	4	6	5	3	2
Wyoming	90	90	1	1	6	6	1	1	2	2

SOURCE: "1984 and 1986 Elementary and Secondary Civil Rights Survey." U.S. Department of Education, Office for Civil Rights, October 1986 and December 1987.

TABLE 11-Western Region

Enrollment in Postsecondary Institutions
by State and Race/Ethnicity: Fall 1986

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alaska	27,482	82.4	3.6	1.6	2.0	7.2	3.1
Arizona	226,593	80.1	2.7	9.2	1.9	3.4	2.7
California	1,733,410	66.2	6.8	11.2	11.1	1.2	3.5
Colorado	181,866	82.4	2.5	9.3	2.3	-	2.7
Hawaii	51,697	29.7	1.8	1.3	62.9	-	3.9
Idaho	45,260	94.0	-	1.6	1.3	-	1.8
Montana	34,691	91.3	-	-	-	5.4	1.9
Nevada	46,796	86.4	4.0	4.1	2.7	1.5	1.4
New Mexico	80,270	62.7	2.4	25.7	1.2	6.1	1.9
Oklahoma	170,840	82.6	6.2	1.3	1.6	4.5	3.9
Oregon	144,798	88.9	1.3	1.5	3.8	-	3.6
Texas	776,021	70.1	8.6	15.2	2.7	-	3.1
Utah	106,217	90.5	-	1.6	1.7	1.1	4.4
Washington	242,443	87.1	2.4	1.8	5.3	1.5	2.0
Wyoming	24,357	93.3	-	2.2	-	1.1	1.9

SOURCE: "Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986." U.S. Department of Education, Center for Education Statistics, April 1988.

TABLE 12-Western Region

SCDE Undergraduate Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alaska	-	-	-	-	-	-	-
Arizona	4,005	97.1	-	1.7	-	-	-
California	7,307	81.3	2.3	10.5	2.5	-	2.4
Colorado	1,908	83.2	1.2	9.4	-	3.7	1.5
Hawaii	1,104	23.2	-	-	73.9	-	1.7
Idaho	2,583	94.3	-	2.5	-	1.0	-
Montana	1,046	94.8	-	-	-	4.1	-
Nevada	-	-	-	-	-	-	-
New Mexico	487	14.3	1.8	32.8	-	4.1	46.6
Oklahoma	6,449	86.1	4.4	1.6	-	7.2	*
Oregon	2,238	84.0	1.9	2.4	7.3	1.4	2.7
Texas	9,313	78.3	11.1	7.7	1.4	1.3	*
Utah	3,609	96.0	-	-	-	1.7	-
Washington	1,508	95.0	-	1.0	1.5	-	-
Wyoming	-	-	-	-	-	-	-

* Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

II. TEACHER EDUCATION INSTITUTIONS

Of the approximately 1,180 classified postsecondary institutions that sponsor schools, colleges, or departments of education (SCDEs), 706 (60 percent) are members of AACTE. As Table 13 shows, the greatest number (339) of SCDEs are in the Central region, while the fewest (230) are located in the Western region.

The distribution of SCDEs located in public and private institutions is similar in the Northeast, Southeast, and Midwest, i.e., roughly two-thirds are private, and one-third, public. In the West, these institutions are evenly divided between public and private institutions.

TABLE 13

SCDE Number by Region and Institutional Type

REGION	N	Public Institutions %	Private Institutions %
Northeast	307	30.3	69.7
Southeast	307	39.7	60.3
Central	339	33.6	66.4
West	230	50.0	50.0

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Table 14 indicates that most SCDEs are housed in institutions that enroll 1,350 to 9,000 students. The western region has the greatest number of SCDEs housed in large institutions, while the central region has the greatest number of SCDEs housed in small institutions.

More than half (56 percent) of the Northeast's 307 SCDEs are located in institutions enrolling 1,350 to 9,000 students; 26 percent are housed in institutions enrolling fewer than 1,350 students; and 19 percent are in institutions enrolling more than 9,000 students. Approximately 70 percent of the SCDEs are in private institutions; 30 percent are in public institutions.

Almost half (47 percent) of the Southeast's 307 SCDEs are located in institutions enrolling 1,350 to 9,000 students; 36 percent are housed in institutions enrolling fewer than 1,350 students; and 18 percent are in institutions enrolling more than 9,000 students. Approximately 40 percent of these SCDEs are in public institutions; 60 percent are in private institutions.

Approximately 19 percent of the Midwest's 339 SCDEs are located in institutions enrolling more than 9,000 students. The remainder are almost evenly divided between institutions enrolling 1,350 to 9,000 students and institutions enrolling fewer than 1,350 students. Approximately 34 percent of these SCDEs are located in public institutions; 66 percent are in private institutions.

Approximately 46 percent of the West's 230 SCDEs are located in institutions enrolling 1,350 to 9,000 students; 33 percent are housed in institutions enrolling more than 9,000 students; and 21 percent in institutions enrolling fewer than 1,350 students. Western SCDEs are equally represented between public and private institutions.

TABLE 14

SCDE Institutional Size, by Region: Fall 1987

		SIZE		
REGION	N	Large +9,000 %	Medium 9,000-1,350 %	Small -1,350 %
Northeast	307	18.8	56.4	25.7
Southeast	307	18.0	46.5	35.5
Central	339	18.9	41.3	39.8
West	230	33.0	46.1	10.8

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

SCDE respondents in large public-doctoral, large public-comprehensive, and independent-baccalaureate institutions enroll the greatest number of education students, respectively. As Table 15 shows, SCDEs in public-specialized, private-specialized, public-baccalaureate, and public-comprehensive institutions are the most racially integrated.

TABLE 15

SCDE Enrollment by Racial/Ethnic Group
and Institutional Type: Fall 1987

INSTITUTIONAL TYPE*	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Lg pub Ph.D.	89.7	4.2	1.4	2.1	-	1.9
Lg priv Ph.D.	85.5	1.9	2.4	-	-	8.9
Lg pub comp	89.3	4.5	3.4	-	-	1.5
Lg ind comp	79.1	4.6	3.1	-	2.1	10.5
Pub comp	90.7	6.6	1.5	-	-	-
Pub comp	89.7	5.8	1.0	-	1.2	1.8
Ind comp	92.1	4.0	1.2	-	-	1.2
Pub bacc	89.9	7.4	-	-	1.1	-
Ind bacc	92.5	5.7	-	-	-	-
Ind bacc	88.8	5.4	1.3	-	-	2.7
Pub spec	56.0	42.1	-	-	-	1.3
Priv relig	91.2	5.0	2.1	-	-	-
Priv spec	87.8	7.4	3.2	-	-	-

N=555

* See Appendix A, "Technical Notes," for enrollment size.

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

The mean/average undergraduate enrollment for all SCDEs is 362 White, 22 Black, 7 Hispanic, 3 Asian, and 2 American Indian/Alaskan Native students. (See Table 16.)

TABLE 16

Mean SCDE Undergraduate Enrollments
by Racial/Ethnic Group: Fall 1987

RACIAL/ETHNIC GROUP	Avg. Number*
White	362
Black	22
Hispanic	7
Asian	3
American Indian/Alaskan Native	2
Other	7

* Rounded

N=581

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

In terms of Black enrollment, the average undergraduate enrollment for all SCDEs is deceptive. Historically Black institutions (HBIs), which comprise approximately 4 percent of the respondent group, enroll more than 31 percent of the Black students in undergraduate teacher education. The concentration of HBIs in the Southeast explains the comparatively high postsecondary and SCDE Black enrollments in that region. (See Table 17.)

TABLE 17

SCDE Mean Undergraduate Enrollment
in HBIs and Other Institutions: Fall 1987

RACIAL/ETHNIC GROUP	HBI Avg. Number	Other Avg. Number
White	29	377
Black	162	16
Hispanic	-	7
Asian	-	4
American Indian/Alaskan Native	-	2
Other	3	7

HBI = 25

Other = 556

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

III. TEACHER EDUCATION ENROLLMENTS

The primary source of new elementary and secondary teachers is the undergraduate teacher education program. As Table 18 shows, the greatest proportion of undergraduate teacher education students are pursuing degrees in elementary education (47 percent) and secondary education (32 percent). The "other" category (10 percent) includes scores of programs, ranging from early childhood education to health education. Although programs such as special education (8 percent) and bilingual education often require postbaccalaureate study, certain SCDEs offer undergraduate concentrations in these areas.

TABLE 18

SCDE Undergraduate Enrollment
by Academic Field: Fall 1987

FIELD	N	%
Elementary education	127,344	46.7
Secondary education	79,144	32.3
Special education	20,555	7.5
Bilingual education	2,093	-
Vocational education	6,083	2.2
Other	28,164	10.3

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

As Table 19 shows, the majority of students pursuing teacher education degrees are White and other, with the exception of bilingual education, which has a significant Hispanic enrollment (40 percent). Elementary and secondary education programs, the mainstay of college-based teacher education programs, are less integrated racially than special education, vocational education, and all other branches of undergraduate teacher education programs.

TABLE 19

SCDE Undergraduate Enrollment
by Racial/Ethnic Group and Academic Field: Fall 1987

FIELD	N	White* %	Black %	Hispanic %	Asian %	Amer. Ind. %
Elementary education	113,208	88.8	5.3	3.7	1.3	-
Secondary education	79,114	89.8	6.3	1.9	-	-
Special education	16,214	78.8	11.2	7.7	-	1.6
Bilingual education	812	38.6	6.2	39.8	2.3	4.5
Vocational education	5,064	83.2	12.3	1.9	-	1.5
Other	25,122	89.1	7.6	1.9	-	-

* Includes "Other."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Elementary Education

Mississippi (22 percent) and Missouri (18 percent) enroll the greatest percentage of Blacks in elementary education programs; New Mexico (38 percent) and Texas (19 percent), Hispanics; Hawaii (74 percent) and Oregon (11 percent), Asians; and South Dakota (7 percent) and Montana (6 percent), American Indian/Alaskan Natives. (See Table 20.)

TABLE 20

SCDE Elementary Education Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alaska	-	-	-	-	-	-	-
Alabama	3,156	90.2	8.7	-	-	-	-
Arkansas	1,978	91.8	7.0	-	-	-	*
Arizona	280	58.2	-	1.4	-	-	39.6
California	4,890	80.6	2.3	10.4	2.6	-	3.0
Colorado	870	85.2	1.0	8.3	-	3.4	1.2
Connecticut	690	83.9	1.4	1.5	-	-	12.7
District of Columbia	799	79.4	9.5	9.1	1.6	-	-
Delaware	672	94.3	5.8	-	-	-	-
Florida	2,548	82.1	8.9	8.0	-	-	-
Georgia	3,262	90.7	8.3	-	-	-	-
Hawaii	1,074	22.9	-	-	74.4	-	1.6
Iowa	3,986	98.1	-	-	-	-	-
Idaho	1,242	95.8	-	2.4	-	-	-
Illinois	6,390	82.7	8.1	2.8	1.1	-	5.0
Indiana	5,000	97.3	1.4	-	-	-	-
Kansas	2,006	80.1	1.5	-	-	-	17.0
Kentucky	2,495	96.4	2.2	-	-	-	-
Louisiana	1,978	82.4	15.5	-	-	-	*
Massachusetts	2,055	97.5	1.0	-	-	-	-
Maryland	1,531	91.3	5.6	1.1	1.2	-	-
Maine	475	98.9	-	-	-	-	-
Michigan	2,439	94.4	2.2	-	-	-	1.5
Minnesota	3,688	97.2	-	-	-	-	-
Missouri	4,971	80.4	18.1	-	-	-	-
Mississippi	1,626	77.9	21.8	-	-	-	-
Montana	433	93.7	-	-	-	6.0	-
North Carolina	2,914	88.4	9.7	-	-	-	-
North Dakota	921	94.5	-	-	-	4.0	-
Nebraska	2,946	94.6	2.5	-	-	2.0	*
New Hampshire	416	92.5	-	-	-	-	5.5

Continued Next Page

TABLE 20-Continued

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
New Jersey	1,192	67.3	2.7	2.8	-	-	26.6
New Mexico	245	15.9	-	37.9	-	5.7	39.1
New York	3,400	92.3	2.3	-	-	-	3.2
Ohio	4,961	94.2	4.1	-	-	-	-
Oklahoma	3,367	93.9	2.5	1.1	-	1.6	*
Oregon	1,308	81.1	2.0	2.5	11.0	1.5	1.7
Pennsylvania	5,322	97.7	1.4	-	-	-	-
Rhode Island	626	96.9	1.1	1.5	-	-	-
South Carolina	2,586	90.7	8.2	-	-	-	-
South Dakota	978	92.8	-	-	-	6.6	-
Tennessee	2,106	94.2	4.1	-	-	-	-
Texas	8,413	72.0	6.6	18.5	1.9	-	*
Utah	2,230	96.6	-	-	-	2.6	-
Virginia	3,864	86.7	9.6	-	-	-	2.5
Vermont	367	98.9	-	-	-	-	-
Washington	958	95.1	-	1.1	1.9	-	-
Wisconsin	5,741	97.3	1.0	-	-	-	-
West Virginia	400	97.0	2.7	-	-	-	-
Wyoming	-	-	-	-	-	-	-

* Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Secondary Education

Virginia (17 percent) and Louisiana (16 percent) enroll the greatest percentage of Blacks in secondary education; New Mexico (24 percent) and Texas (8 percent), Hispanics; Hawaii (53 percent) and California (3 percent), Asians; and Oklahoma (13 percent) and Nebraska (4 percent), American Indians/Alaskan Natives. (See Table 21.)

TABLE 21

SCDE Secondary Education Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alaska	-	-	-	-	-	-	-
Alabama	2,276	92.7	6.6	-	-	-	-
Arkansas	2,007	92.0	7.0	-	-	-	*
Arizona	100	98.0	-	1.0	-	-	1.0
California	1,274	88.3	2.4	4.0	3.3	-	1.1
Colorado	892	85.9	1.3	5.8	-	4.1	2.0
Connecticut	633	84.2	2.3	-	-	-	12.1
District of Columbia	850	93.0	3.5	1.8	1.2	-	-
Delaware	530	83.7	15.6	-	-	-	-
Florida	1,073	73.5	16.2	8.2	-	1.0	-
Georgia	1,982	89.6	8.5	-	-	-	-
Hawaii	30	36.6	-	3.3	53.3	3.3	3.3
Iowa	2,895	97.9	-	-	-	-	-
Idaho	857	93.6	1.7	1.7	1.7	1.8	-
Illinois	4,012	86.4	8.1	1.9	1.3	-	2.1
Indiana	3,716	96.0	1.9	-	-	-	-
Kansas	1,661	84.4	2.1	1.6	-	-	9.0
Kentucky	1,284	95.0	3.2	-	-	-	1.1
Louisiana	2,245	82.1	15.9	-	-	-	*
Massachusetts	357	97.7	1.9	-	-	-	-
Maryland	967	90.0	6.5	1.0	1.7	-	-
Maine	272	99.2	-	-	-	-	-
Michigan	1,300	89.5	1.2	1.0	-	-	7.3
Minnesota	3,916	97.4	-	-	-	-	-
Missouri	3,599	97.3	1.4	-	-	-	-
Mississippi	647	88.4	10.0	-	-	-	-
Montana	565	96.2	1.0	-	-	2.3	-
North Carolina	2,579	89.2	8.6	-	-	-	-
North Dakota	900	95.1	-	-	-	2.7	-
Nebraska	1,917	94.7	-	-	-	4.3	*
New Hampshire	291	94.8	-	-	-	-	3.4

Continued Next Page

TABLE 21-Continued

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
New Jersey	418	65.0	4.0	5.9	-	-	24.4
New Mexico	983	1.6	3.0	24.4	-	2.0	38.7
New York	2,072	93.3	2.1	1.3	-	-	2.7
Ohio	4,528	94.0	3.1	-	-	-	1.3
Oklahoma	3,114	72.8	11.1	1.5	1.6	12.8	*
Oregon	905	88.1	1.7	2.4	2.2	1.1	4.3
Pennsylvania	3,940	96.0	2.4	-	-	-	-
Rhode Island	208	93.7	2.4	3.3	-	-	-
South Carolina	4,013	88.9	7.8	-	1.7	-	-
South Dakota	829	94.8	1.2	-	-	3.6	-
Tennessee	1,734	89.9	8.8	-	-	-	-
Texas	3,225	82.6	5.0	8.0	3.1	1.1	*
Utah	824	92.3	-	1.4	2.3	-	2.7
Virginia	2,154	77.9	16.8	1.0	-	-	3.6
Vermont	179	97.7	-	-	1.1	-	-
Washington	483	96.8	-	-	-	-	-
Wisconsin	4,805	97.3	-	-	-	-	-
West Virginia	481	92.9	6.6	-	-	-	-
Wyoming	-	-	-	-	-	-	-

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Special Education

Arkansas (46 percent) and Delaware (42 percent) enroll the greatest percentage of Blacks in SCDE special education programs; Colorado (31 percent) and Oklahoma (22 percent), Hispanics; Montana (4 percent) and Delaware (3 percent), Asians; and Oklahoma (19 percent) and Oregon (10 percent), American Indian/Alaskan Natives. (See Table 22.)

TABLE 22

SCDE Special Education Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alaska	-	-	-	-	-	-	-
Alabama	562	89.8	9.6	-	-	-	-
Arkansas	504	50.9	45.6	-	-	3.3	*
Arizona	12	100.0	-	-	-	-	-
California	238	93.2	-	3.7	1.2	-	-
Colorado	84	67.8	1.1	30.9	-	-	-
Connecticut	112	80.3	2.6	1.7	-	-	15.1
District of Columbia	89	91.0	3.3	3.3	1.1	-	1.1
Delaware	31	51.6	41.9	3.2	3.2	-	-
Florida	472	81.3	11.0	7.2	-	-	-
Georgia	554	90.2	8.4	-	-	-	-
Hawaii	-	-	-	-	-	-	-
Iowa	268	97.7	1.1	-	-	-	-
Idaho	69	94.2	-	1.4	-	4.3	-
Illinois	1,433	83.0	12.4	2.7	1.0	-	-
Indiana	419	93.3	2.8	-	-	-	2.1
Kansas	50	98.0	2.0	-	-	-	-
Kentucky	271	95.9	2.2	-	1.1	-	-
Louisiana	240	72.9	27.0	-	-	-	*
Massachusetts	473	97.6	1.0	-	-	-	-
Maryland	155	88.3	9.0	1.2	-	-	-
Maine	205	99.5	-	-	-	-	-
Michigan	232	98.2	1.2	-	-	-	-
Minnesota	621	94.0	-	4.9	-	-	-
Missouri	490	96.5	2.4	-	-	-	-
Mississippi	518	84.1	15.4	-	-	-	-
Montana	48	87.5	-	-	4.1	8.3	-
North Carolina	368	84.7	12.5	-	-	1.6	-
North Dakota	258	94.5	-	-	-	4.2	-
Nebraska	308	94.8	-	-	-	4.2	*
New Hampshire	83	89.1	-	-	-	-	10.8

Continued Next Page

TABLE 22 - Continued

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
New Jersey	165	86.0	6.6	4.2	-	-	2.4
New Mexico	-	-	-	-	-	-	-
New York	637	90.8	2.3	1.4	-	-	5.1
Ohio	1,024	92.0	6.2	-	-	-	-
Oklahoma	1,035	38.0	20.2	22.1	-	19.1	*
Oregon	21	90.4	-	-	-	9.5	-
Pennsylvania	1,201	96.1	2.6	-	-	-	-
Rhode Island	148	97.9	1.3	-	-	-	-
South Carolina	108	90.7	6.4	-	-	-	1.8
South Dakota	266	98.4	-	-	-	-	-
Tennessee	314	96.1	3.1	-	-	-	-
Texas	586	82.0	11.4	3.7	1.1	1.5	*
Utah	465	98.9	-	-	-	-	-
Virginia	1,055	73.6	23.1	-	-	-	1.9
Vermont	56	98.2	1.7	-	-	-	-
Washington	42	88.0	2.3	2.3	-	-	7.1
Wisconsin	960	97.7	1.2	-	-	-	-
West Virginia	109	98.1	-	-	-	-	-
Wyoming	-	-	-	-	-	-	-

* Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Bilingual Education

There are at least 1.2 million K-12 students who are classified as "limited English proficient" (LEP); however, less than 1 percent of undergraduate education students are focusing on bilingual education. Of the few SCDEs that offer bilingual undergraduate programs, New Jersey (33 percent) and Missouri (8 percent) report the greatest percentage of Blacks enrolled; the District of Columbia (71 percent) and New Jersey (67 percent), Hispanics; Nebraska (46 percent) and Virginia (20 percent), Asians; and Florida (9 percent) and Colorado (9 percent), American Indian/Alaskan Natives. (See Table 23.)

TABLE 23

SCDE Bilingual Education Enrollment*
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
California	252	25.0	-	64.2	3.1	-	5.9
Colorado	58	39.6	1.7	46.5	3.4	8.6	-
District of Columbia	58	17.2	1.7	70.6	10.3	-	-
Florida	11	72.7	-	18.1	-	9.0	-
Georgia	129	93.7	4.6	-	-	-	-
Iowa	10	100.0	-	-	-	-	-
Idaho	44	59.0	-	31.8	-	-	2.2
Illinois	163	38.6	3.0	56.4	1.2	-	-
Missouri	12	91.6	8.3	-	-	-	-
Nebraska	24	45.8	-	4.1	45.8	4.1	-
New Jersey	18	-	33.3	66.6	-	-	-
Pennsylvania	84	91.6	1.1	3.5	-	1.1	2.3
Texas	283	25.0	8.1	62.5	1.7	2.4	-
Virginia	164	54.2	-	26.2	19.5	-	-
Wisconsin	19	68.4	-	31.5	-	-	-

* Includes states with all institutions reporting 10 or more undergraduate bilingual education students.

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Vocational Education

Of states reporting more than 50 undergraduate students in vocational education, Virginia (82 percent) enrolls the greatest proportion of Black students; Wisconsin (21 percent), Hispanic students; Texas (9 percent), Asian students; and Wisconsin (12 percent), American Indian students. (See Table 24.)

TABLE 24

SCDE Vocational Education Enrollment*
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alabama	220	84.0	10.9	-	-	-	5.0
Arkansas	157	77.7	18.5	2.5	-	-	-
Connecticut	93	90.3	-	-	-	-	9.6
Florida	210	89.0	5.7	2.3	2.8	-	-
Georgia	278	82.0	17.2	-	-	-	-
Iowa	332	92.4	3.9	-	-	-	-
Illinois	159	56.6	37.1	1.2	1.8	1.2	1.8
Indiana	79	100.0	-	-	-		
Kentucky	295	92.2	4.4	-	-	4.4	2.0
Massachusetts	67	97.0	-	1.4	1.4	-	-
Maryland	103	83.4	6.7	1.9	5.8	-	1.9
Minnesota	174	95.4	1.7	-	-	-	2.2
Missouri	238	95.7	2.9	-	-	-	-
Mississippi	165	89.6	9.6	-	-	-	-
North Carolina	172	80.8	13.3	-	-	-	5.2
New York	756	96.0	-	-	-	-	1.5
Ohio	137	93.4	2.1	-	-	-	2.9
Oklahoma	248	83.9	3.2	-	-	11.9	-
South Carolina	608	76.9	21.9	-	-	-	-
Tennessee	65	96.9	3.0	-	-	-	-
Texas	221	87.7	1.8	1.8	8.5	-	**
Virginia	287	17.0	82.2	-	-	-	-
Wisconsin	165	20.6	43.0	20.6	3.6	12.1	-
West Virginia	163	98.7	1.2	-	-	-	-

* Includes states with all institutions reporting 50 or more undergraduate vocational education students.

** Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE

Postbaccalaureate

Individuals enroll in SCDE programs beyond the baccalaureate level for many reasons, but most often, those who enroll do so to pursue a master's degree or to meet certification requirements, or both. All SCDEs do not offer postbaccalaureate work, in which areas of concentration may range from administration to library science.

Mississippi (55 percent) enrolls the greatest proportion of Blacks in postbaccalaureate programs; New Mexico (20 percent), Hispanic students; Minnesota (4 percent), Asian students; and South Dakota (9 percent), American Indian/Alaskan Native students. (See Table 25.)

TABLE 25

Postbaccalaureate SCDE Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alaska	-	-	-	-	-	-	-
Alabama	4,521	89.4	8.8	-	-	-	-
Arkansas	1,977	84.5	15.1	-	-	-	*
Arizona	60	96.6	-	1.6	-	-	1.6
California	8,457	84.7	2.6	6.0	3.5	-	2.2
Colorado	1,019	90.9	-	6.0	-	-	-
Connecticut	3,709	76.7	2.9	2.1	-	-	17.6
District of Columbia	1,266	63.7	24.5	2.7	3.7	-	4.9
Delaware	533	90.0	9.7	-	-	-	-
Florida	4,366	88.1	5.3	4.2	1.0	-	1.0
Georgia	5,231	89.8	7.9	-	-	-	1.2
Hawaii	-	-	-	-	-	-	-
Iowa	2,756	95.2	1.1	-	-	-	2.7
Idaho	1,019	89.3	-	4.8	2.1	1.2	2.0
Illinois	6,880	84.2	11.4	2.1	-	-	-
Indiana	2,564	93.9	2.6	-	-	-	2.1
Kansas	2,084	80.0	1.2	-	-	-	17.7
Kentucky	4,235	94.3	4.7	-	-	-	-
Louisiana	1,778	72.4	25.4	-	-	-	*
Massachusetts	2,371	94.4	1.2	1.7	-	-	1.5
Maryland	2,104	74.6	8.9	-	-	-	15.3
Maine	4	100.0	-	-	-	-	-
Michigan	2,821	87.2	3.7	-	-	-	3.7
Minnesota	2,298	94.3	1.1	-	3.9	-	2.9
Missouri	3,001	94.9	2.6	-	-	-	1.3
Mississippi	1,444	43.8	54.7	-	-	-	-
Montana	131	89.3	-	-	2.2	7.6	-
North Carolina	4,787	80.0	18.1	-	-	-	-
North Dakota	439	97.7	-	-	-	1.1	-
Nebraska	3,537	93.7	2.3	-	-	3.0	*
New Hampshire	431	87.2	-	-	-	-	12.5

Continued Next Page

TABLE 25 - Continued

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
New Jersey	1,431	75.8	5.8	2.9	1.2	-	14.0
New Mexico	854	3.5	1.5	19.7	1.6	1.7	71.7
New York	5,331	84.8	2.8	1.5	-	-	10.2
Ohio	7,372	84.2	12.3	-	-	-	1.9
Oklahoma	2,998	85.6	5.6	1.6	-	6.4	*
Oregon	853	85.2	1.5	1.7	4.2	2.3	4.9
Pennsylvania	3,259	93.4	1.6	1.7	-	-	1.9
Rhode Island	443	98.8	-	-	-	-	-
South Carolina	5,627	84.7	13.5	-	-	-	-
South Dakota	232	90.9	-	-	-	8.6	-
Tennessee	5,028	97.3	2.1	-	-	-	-
Texas	6,499	73.5	11.2	10.6	2.4	1.9	*
Utah	645	92.5	-	1.8	-	-	-
Virginia	4,246	80.8	17.3	-	-	-	-
Vermont	635	95.9	-	-	-	-	2.5
Washington	1,310	95.5	1.2	-	-	-	-
Wisconsin	4,522	92.6	2.5	1.3	-	-	1.7
West Virginia	405	95.0	1.7	-	-	-	-
Wyoming	-	-	-	-	-	-	-

* Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

Doctoral

The teacher education professoriate of the future will come from the pool of doctoral students currently enrolled in SCDEs. The racial/ethnic composition of doctoral enrollments is consistent with that of postsecondary, SCDE undergraduate, and postbaccalaureate enrollments.

Louisiana SCDEs enroll the greatest proportion (48 percent) of Black doctoral students; California (7 percent), Hispanic students; Idaho (33 percent), Asian students; and Montana (9 percent), American Indian/Alaskan Native students. (See Table 26.)

TABLE 26

SCDE Doctoral Level Enrollment
by State and Race/Ethnicity: Fall 1987

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
Alaska	-	-	-	-	-	-	-
Alabama	315	91.4	6.9	-	-	-	1.2
Arkansas	163	98.4	1.5	-	-	-	-
Arizona	-	-	-	-	-	-	-
California	1,223	73.9	3.1	6.9	3.5	-	12.1
Colorado	173	93.6	-	4.0	-	-	1.7
Connecticut	49	100.0	-	-	-	-	-
District of Columbia	464	56.2	30.6	3.0	6.0	-	4.0
Delaware	77	93.0	6.9	-	-	-	-
Florida	646	88.0	5.2	4.1	-	-	1.8
Georgia	871	88.1	5.2	-	-	-	5.6
Hawaii	-	-	-	-	-	-	-
Iowa	506	78.2	1.3	1.1	-	-	18.5
Idaho	3	66.6	-	-	33.3	-	-
Illinois	1,120	83.0	8.0	1.6	4.2	-	2.8
Indiana	131	83.9	4.5	1.5	2.2	3.0	4.5
Kansas	316	83.5	2.5	-	-	-	11.3
Kentucky	165	91.5	3.6	-	-	3.6	-
Louisiana	243	48.5	48.1	-	-	-	3.2
Massachusetts	703	84.3	5.8	5.2	2.5	1.7	-
Maryland	818	79.4	13.3	1.1	1.4	-	4.4
Maine	58	60.3	-	-	-	-	39.6
Michigan	248	59.6	8.8	2.0	2.4	-	27.0
Minnesota	267	79.7	3.3	-	1.1	1.1	13.8
Missouri	655	87.6	4.7	-	-	-	6.4
Mississippi	383	85.3	10.9	-	-	-	3.3
Montana	32	87.5	-	-	3.1	9.3	-
North Carolina	238	81.5	17.6	-	-	-	-
North Dakota	50	94.0	-	-	-	-	6.0
Nebraska	-	-	-	-	-	-	-
New Hampshire	-	-	-	-	-	-	-

Continued Next Page

TABLE 26 - Continued

STATE	N	White %	Black %	Hispanic %	Asian %	Amer. Ind. %	Other %
New Jersey	576	78.1	2.7	3.8	2.0	-	12.8
New Mexico	113	-	-	15.9	2.6	5.3	75.2
New York	504	86.1	7.1	1.9	1.1	-	3.1
Ohio	1,311	90.4	5.3	-	1.1	-	2.1
Oklahoma	339	92.0	4.7	-	-	2.3	-
Oregon	475	83.5	-	-	9.4	1.2	4.6
Pennsylvania	465	82.1	3.4	5.1	-	1.9	7.0
Rhode Island	-	-	-	-	-	-	-
South Carolina	688	84.0	11.6	-	2.0	-	1.7
South Dakota	-	-	-	-	-	-	-
Tennessee	402	89.5	7.9	1.2	-	-	-
Texas	2,094	90.9	4.7	3.4	-	-	*
Utah	263	89.7	-	5.7	3.0	-	-
Virginia	709	88.2	9.3	-	-	-	1.8
Vermont	57	98.2	-	1.7	-	-	3.3
Washington	90	85.5	6.6	2.2	1.1	1.1	-
Wisconsin	874	87.7	5.1	4.2	1.1	1.3	-
West Virginia	163	91.4	3.6	-	4.2	-	-
Wyoming	-	-	-	-	-	-	-

* Included with "White."

SOURCE: "Teacher Education Enrollment Survey, Fall 1987," AACTE.

APPENDIX A: TECHNICAL NOTES

Comparison of Respondents and Nonrespondents

The percentage of those who do not respond to a survey, and the extent to which these are biased against the population, will affect survey estimates. The data summarized in Table 27 indicate that the response rate by stratum in this study ranged from .43 to .72 with an overall response rate of .55. Although some survey researchers would doubt that validity of such rates, the strata characteristics for respondents, nonrespondents, and the whole population were similar.

The response and nonresponse groups did not appear to systematically differ from the whole population. For example, large independent comprehensive institutions (code 4) represented 2.3 percent of the response group, 1.3 percent of the nonresponse group, and 1.9 percent of the whole population.

According to most researchers, when the nonresponse is not biased, the response rate does not affect estimates.

TABLE 27

Survey Response Rate by Stratum

Code	Population	Respondents	Nonrespondents	Response Rate
Total	1,272	689	574	.54
1	7.6	10.1	4.7	.72
2	2.9	2.6	3.4	.47
3	7.7	8.4	6.6	.60
4	1.9	2.3	1.3	.66
8	3.9	4.2	3.6	.58
9	8.1	8.7	7.6	.58
10	9.1	7.4	11.1	.44
11	7.0	7.4	6.7	.57
12	11.5	9.7	13.9	.45
13	29.7	24.5	37.2	.43
14	.62	.58	.69	.50
15	.78	.87	.69	.60
16	2.4	2.9	1.97	.65

TABLE 28

Survey Response Rate by State

STATE	%	STATE	%
Alabama	60	Missouri	69
Alaska	20	Montana	33
Arizona	20	Nebraska	81
Arkansas	80	New Hampshire	36
California	54	New Jersey	59
Colorado	57	New Mexico	38
Connecticut	39	New York	32
Delaware	67	North Carolina	50
District of Columbia	100	North Dakota	56
Florida	42	Ohio	51
Georgia	61	Oklahoma	70
Hawaii	67	Oregon	36
Idaho	83	Pennsylvania	30
Illinois	43	Rhode Island	43
Indiana	59	South Carolina	48
Iowa	59	South Dakota	89
Kansas	68	Tennessee	58
Kentucky	53	Texas	59
Louisiana	58	Utah	67
Maine	36	Vermont	33
Maryland	52	Virginia	43
Massachusetts	36	Washington	53
Michigan	49	West Virginia	40
Minnesota	65	Wisconsin	69
Mississippi	67	Wyoming	100

Reliability of Survey Estimates

As a sample of institutions were surveyed in this study, it was helpful to examine the sampling of variability, i.e., the variations that might occur by chance. Table 28 shows the 95 percent confidence level for Question 2 (i.e., the confidence levels for state enrollments of Whites, Blacks, and Hispanics in code 1-large public doctorate-granting; code 9-independent baccalaureate; and code 11-public specialized institutions. For example, odds are about 95 percent that a completed survey of all elementary education programs in a state would show Black enrollments to be no more than 13.28 and no less than 9.72 for code 11 (public specialized) institutions.

TABLE 29

Confidence Levels

	CODE 11		CODE 9		CODE 1	
	State Enrolled	Confidence Internal + -	State Enrolled	Confidence Internal + -	State Enrolled	Confidence Internal + -
Elementary						
White	170.0	8.12	274.3	12.33	335.7	17.5
Black	11.50	1.78	15.8	2.06	10.47	.911
Hispanic	.477	.045	3.4	.55	4.69	.43
Secondary						
White	134.9	10.70	169.2	9.49	280.0	23.7
Black	6.25	.660	8.6	1.23	14.5	2.06
Hispanic	1.06	.102	1.61	.22	3.58	.31

TABLE 30

Institutional Size and Type

(ACE Classification*)

Type of Institution	Enrollment
Large public doctorate-granting (Lg Pub Ph.D.)	+8,999
Large private doctorate-granting (Lg Priv Ph.D.)	+8,999
Large public comprehensive (Lg Pub Comp)	+8,999
Large independent comprehensive (Lg Ind Comp)	+8,999
Public comprehensive (Pub Comp)	5,500-8,999
Public comprehensive (Pub Comp)	-5,500
Independent comprehensive (Ind Comp)	-9,000
Public baccalaureate (Pub Bacc)	-9,000
Independent baccalaureate (Ind Bacc)	1,350-8,999
Independent baccalaureate (Ind Bacc)	-1,350
Public specialized (Pub Spec)	-9,000
Private religious (Priv Rel)	-9,000
Private specialized (Priv Spec)	-9,000

* Classification used by the American Council on Education.

APPENDIX B: SURVEY INSTRUMENT

AACTE
TEACHER EDUCATION MINORITY ENROLLMENT SURVEY
1987

NOTES: Reported figures should reflect Fall 1987 figures. If 1987 figures are not available, please enter 1986 figures and check in lower right hand corner of survey form. Reported figures should reflect full and part-time headcount enrollment. Data will be reported in the aggregate. Individual institutional responses will remain confidential.

1. Total institutional headcount enrollment, by group:

White	_____
Black	_____
Hispanic	_____
Asian/Pacific Islander	_____
Native American and Alaskan Native	_____
Other	_____

2. Total number of persons enrolled in baccalaureate programs in schools, colleges or departments leading to certification, by group and specialty area.

	Elementary Ed.	**Secondary Ed.**	**Special Ed.**	**Bilingual Ed.**	**Vocational Ed.**	**Other**
White	_____	_____	_____	_____	_____	_____
Black	_____	_____	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____	_____	_____
Asian/Pacific Islander	_____	_____	_____	_____	_____	_____
Native American/Alaskan Native	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____

3. Total number of persons enrolled in postbaccalaureate, nondoctoral education programs in schools, colleges or departments of education and in other colleges and departments, by group and speciality area.

	Teaching	Counseling	Administration	Other
White	_____	_____	_____	_____
Black	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian/Pacific	_____	_____	_____	_____
Native American/Alaskan Native	_____	_____	_____	_____
Other	_____	_____	_____	_____

4. Total number seeking doctoral degrees in education.

White _____

Black _____

Hispanic _____

Asian/Pacific Islander _____

Native American/Alaskan Native _____

Other _____

INSTITUTION NAME:_____ **ADDRESS:**_____

_____

PLEASE RETURN COMPLETED SURVEY TO:

RESEARCH AND INFORMATION SERVICES
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
ONE DUPONT CIRCLE, SUITE 610
WASHINGTON, DC 20036

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AACTE
One Dupont Circle, Suite 610
Washington, DC 20036-2412